



Teachers' Perception on the Implementation of Upper Basic Education Social Studies Curriculum in Rimi Education Zone, Katsina State, Nigeria

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Abstract:

Background of study: This study explored teachers' perceptions regarding the implementation of the Social Studies curriculum at the Upper Basic Education level within the Rimi Education Zone, Katsina State, Nigeria. Social Studies plays a vital role in equipping students with civic knowledge, ethical values, and social awareness needed for nation-building, yet its effective implementation faces several challenges.

Aims and scope of paper: The study aimed to examine teachers' views on four key areas: the appropriateness of curriculum content, the use of instructional materials, the effectiveness of recommended teaching methodologies, and the obstacles hindering the implementation of Social Studies in the selected educational zone.

Methods: A descriptive survey design was employed, involving all 22 Social Studies teachers in Upper Basic Education schools within the Rimi Education Zone. Data were collected using a structured and validated questionnaire (TPSSCIQ), with reliability confirmed at 0.86 using Cronbach's Alpha. Descriptive statistics (mean scores) were used to analyze the responses.

Result: The findings revealed that most teachers perceived the curriculum content as relevant and appropriate. They also acknowledged the importance of using instructional materials such as maps, videos, and textbooks. Teachers agreed that recommended methodologies such as demonstration, problem-solving, and inquiry-based learning enhanced student understanding. However, several challenges were noted, including lack of resources, overcrowded classrooms, insufficient teacher training, and infrastructural constraints.

Conclusion: The study concluded that although teachers generally have positive perceptions of the Social Studies curriculum, effective implementation is hindered by structural and resource-related challenges. Addressing these barriers through government support, professional development, and improved instructional materials is essential for enhancing curriculum delivery and student learning outcomes.

Keywords: Curriculum Implementation, Instructional Challenges, Nigeria, Social Studies, Teacher Perception

1. INTRODUCTION

Numerous nations across the globe have incorporated Social Studies into their educational frameworks to tackle specific objectives, necessities, and deeply felt aspirations within their respective countries.

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For example, the British government introduced Social Studies Curriculum into their educational system after the First and the Second World War, with the sole aim of addressing social problems, to make citizens obey constituted authority, and to contribute positively towards societal development (Matlin, 2019). Teachers' perceptions and efficacy mediate the translation of curriculum into classroom practice (Agormedah et al., 2022).

Social Studies education is widely recognized as a vital tool for promoting civic responsibility, social cohesion, and critical thinking among students (Muhammad, 2025). Across the globe, the subject has been strategically embedded within the basic education curriculum to prepare learners for active participation in a democratic and multicultural society (Osagie & Nebo, 2025). In Nigeria, Social Studies is a core component of the Upper Basic Education curriculum, designed to instill values of patriotism, mutual respect, and

environmental awareness (Muritala & Balogun, 2021). The National Policy on Education (2013) and the Social Studies curriculum developed by the Nigerian Educational Research and Development Council (NERDC) emphasize the development of skills for societal integration, peaceful coexistence, and sustainable development.

Despite its theoretical importance, the practical implementation of the Social Studies curriculum in Nigerian schools remains fraught with challenges. Recent studies have reported persistent issues such as inadequate instructional materials, overcrowded classrooms, poor infrastructure, and lack of professional training for teachers (Kabir, 2023; Haji & Atemnkeng, 2024). These systemic constraints hinder the attainment of the curriculum's core objectives and limit students' engagement and outcomes. In particular, rural regions such as Katsina State often face even more acute forms of these barriers, including teacher shortages, funding gaps, and sociocultural obstacles (Majirade & Iyaide, 2025).

A growing body of literature has highlighted the central role of teachers' perceptions in determining the success of curriculum implementation. Teachers serve as the primary mediators between curriculum intent and classroom reality. Their beliefs, attitudes, and levels of preparedness can either facilitate or obstruct effective teaching practices (Omiyefa, 2024). For instance, teachers who perceive the curriculum as relevant, well-structured, and adaptable are more likely to implement it faithfully (Onyekpe, 2025). Conversely, when teachers encounter misalignment between curriculum expectations and classroom realities, their motivation and performance may be adversely affected (Bariham et al., 2022).

Although some research has investigated curriculum challenges in Nigerian secondary schools, there remains a notable gap in empirical studies focusing specifically on the perceptions of Social Studies teachers in underrepresented and rural educational zones (Ekeh & Ramsaroop, 2023). Little is known about how these educators view the content of the curriculum, the availability and usability of instructional resources, and the relevance of recommended pedagogical approaches in their everyday teaching contexts—especially in areas like the Rimi Education Zone of Katsina State.

This study seeks to address this gap by exploring Social Studies teachers' perceptions regarding four critical dimensions of curriculum implementation: the content of the curriculum, the use of instructional materials, the effectiveness of recommended teaching methodologies, and the obstacles encountered during implementation. By focusing on a specific rural context, the study contributes to current discourse on curriculum delivery in resource-constrained environments and offers policy-relevant insights for enhancing Social Studies instruction in Nigerian Upper Basic Education schools.

Statement of the Problem

The state of the Social Studies program for Upper Basic Education in the Rimi Education Zone involves too few resources, such as textbooks, instructional materials, and technological tools, as well as few chances for teachers to improve their skills and learn new things, classrooms with too many students, and a lack of backing from school leaders or government officials. Additionally, societal and cultural factors also impact the implementation of the curriculum, such as competing priorities for students' time and attention, or a lack of relevance of the curriculum to the local context. These conditions directly influence teachers' perceptions on the curriculum implementation (Boudouaia et al., 2024). For example, teachers may feel frustrated or overwhelmed by a lack of resources, leading to a negative perception of the curriculum and affecting their motivation and ability to effectively implement it in their classrooms. Teachers may also struggle to engage students when the curriculum does not seem relevant or meaningful to their lives, causing further challenges in implementation. Positive perceptions, such as viewing the Social Studies curriculum as relevant, engaging, and aligned with their teaching goals, can lead to effective implementation. Conversely, negative perceptions, such as seeing the curriculum as challenging, irrelevant, or not aligned with their beliefs, may hinder successful implementation (Ali et al., 2023).

There are concerns about the adequacy of teacher training in Social Studies content and pedagogy, limited availability of instructional materials and resources, lack of time for effective curriculum implementation due to competing demands, and varying levels of understanding and commitment to the curriculum among teachers (Omoniyi, 2023).

In view of these challenges and the impact they have on teachers' perceptions and curriculum implementation, it is crucial to conduct a study on teachers' perceptions of the Upper Basic Education Social Studies curriculum in Rimi Education Zone. By understanding teachers' perspectives, attitudes, and experiences with the curriculum, the study aims to identify specific areas of concern or improvement that can inform strategies for enhancing the implementation of the curriculum in the region. Ultimately, the goal of the research is to support teachers in effectively delivering the Social Studies curriculum, leading to improved student learning outcomes and educational experiences in Rimi Education Zone.

2. MATERIAL AND METHOD

This study employed a descriptive survey design to examine Social Studies teachers' perceptions of curriculum implementation in Upper Basic Education schools within the Rimi Education Zone, Katsina State, Nigeria. The descriptive approach was deemed suitable

for capturing teachers' views and experiences without manipulating any variables, allowing the researchers to present a clear picture of the situation as it exists. The population consisted of all Social Studies teachers working in public Upper Basic Education schools in the study area. According to data provided by the Department of Planning, Research, and Statistics, Katsina State Ministry of Education (2024), there were 22 public Upper Basic schools in the Rimi Education Zone. Due to the small and accessible size of the population, the study adopted a census approach, involving all 22 Social Studies teachers, thereby eliminating sampling error and ensuring full representation. Data were gathered using a structured questionnaire titled *Teachers' Perception on Social Studies Curriculum Implementation Questionnaire (TPSSCIQ)*. The instrument was adapted from a previous study by Rebecca (2019) and refined to reflect the local educational context. It consisted of four sections (A to D), each focusing on teachers' perceptions related to curriculum content, instructional materials, teaching methodologies, and implementation challenges. Respondents were asked to rate their level of agreement on a modified four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1).

To guarantee the instrument's content validity, three specialists in fields such as Social Studies instruction, curriculum design, and educational assessment scrutinized the questions and offered input for enhancement. A preliminary trial was carried out in a neighboring school district involving 10 Social Studies instructors who were not involved in the primary research. The test-retest technique was employed to assess reliability, yielding a Cronbach's Alpha coefficient of 0.86, which demonstrates a substantial degree of internal reliability. The process of gathering data spanned three weeks in February 2025. Before the survey, the researchers secured authorization from

school principals and made certain that every participant had complete knowledge of the study's goals and characteristics. All 22 distributed surveys were successfully completed and sent back, which resulted in a perfect response rate.

The Education Research Ethics Committee at the Katsina State Ministry of Education provided the green light for this study to proceed, as indicated by reference number KSMOE/EREC/2025/022. The individuals taking part were promised that what they said would be kept private and that no one would know who gave which answer; they also gave their permission before any information was gathered. Every piece of information obtained was examined using version 25 of the Statistical Package for the Social Sciences (SPSS). To explore the four research questions, descriptive statistical approaches were utilized, which included frequencies, percentages, and average scores. These methods worked well to condense the patterns found in the teachers' answers and to highlight important patterns in what they believed.

3. RESULT AND DISCUSSION

3.1 Result

The results of this research are shared in relation to the four guiding research questions. Information gathered from 22 Social Studies teachers within the Rimi Education Zone indicated that most participants expressed favorable opinions on the Social Studies curriculum's content, the available learning resources, and the suggested teaching approaches. The answers to the four research questions for this study are presented below:

Research Question One: What is the perception of Social Studies teachers on the content of Social Studies curriculum in Upper Basic Education schools?

Table 1. Social Studies teachers Perception on the content Implementation of Social Studies Curriculum in Upper Basic Education schools

Perception of upper basic education Social Studies teachers on the content of Social Studies curriculum in Rimi Education Zone	Education Schools								Mean
	Responses								
	SA		A		DA		SD		
	F	%	F	%	F	%	F	%	
The objective of social studies is to equip students with the skills to make well-reasoned choices that benefit the community.	15	68.2	7	31.8	0	0	0	0	3.68
Social Studies encourage individuals to live harmoniously in society, despite their varying cultural backgrounds.	11	50	9	40.9	1	4.5	1	4.5	3.36
Social Studies emphasize the importance of students gaining an understanding of ethical dilemmas that are highly regarded by humanity.	15	68.2	5	22.7	9	4.5	1	4.5	3.54
The knowledge imparted through Social Studies equips students with the skills necessary for navigating and thriving in a society that is constantly evolving..	14	63.6	8	36.4	0	0	0	0	3.63

Social Studies cultivate desirable citizenship qualities within students while diminishing undesirable ones.	11	50.0	9	40.9	1	4.5	1	4.5	3.36
Social Studies broadens students' perspectives, enabling them to discover solutions for challenges within their communities.	12	54.5	9	40.9	1	4.5	0	0	3.50
One aim of Social Studies is to cultivate a sense of national identity among students..	9	40.9	8	36.4	3	13.6	2	9.1	3.09
Social Studies plays a crucial role in fostering autonomy in learners, empowering them to resist harmful peer pressures.	14	63.6	6	27.3	2	9.1	0	0	3.54
Social Studies provides learners with knowledge about historical figures and their significant roles in shaping the country.	12	54.5	8	36.4	2	9.1	0	0	3.45
Social studies aids learners in comprehending their direct surroundings and understanding its requirements.	15	68.2	5	22.7	2	9.1	0	0	3.59

As shown in Table 1, the majority of teachers agreed that the Social Studies curriculum equips learners with relevant skills and values needed to navigate modern society. Items such as the promotion of informed decision-making (mean = 3.68), understanding of ethical issues (mean = 3.54), and the development of independence from peer pressure (mean = 3.54) were rated highly. Teachers also recognized the curriculum's emphasis on promoting social coexistence, understanding of national heroes, and building good citizenship traits, with mean scores above 3.30 in most

cases. Although slightly lower, the item on national consciousness still had a favorable mean of 3.09. These responses suggest strong alignment between curriculum content and the teachers' understanding of the objectives of Social Studies education.

Research Question 2: What are the perception of Social Studies teachers on the use of instructional materials in teaching and learning Social Studies in Upper Basic Education schools?

Table 2. Social Studies teachers perception on the use of instructional materials in teaching and learning Social Studies in Upper Basic Education

Perception on the use of instructional materials in teaching and learning Social Studies in upper basic education	Responses								Mean
	SA		A		DA		SD		
	F	%	F	%	F	%	F	%	
Overhead projectors play a significant role when putting the Social Studies Curriculum into practice within the higher levels of basic education.	11	50.0	10	45.5	0	0	1	4.5	3.40
Charts and geographical collections of maps are important when putting the Social Studies Curriculum into practice within the higher levels of basic education.	13	59.1	6	27.3	1	4.5	2	9.1	3.36
Publications like daily and weekly news sources are important when putting the Social Studies Curriculum into practice within the higher levels of basic education.	9	40.9	11	50.0	1	4.5	1	4.5	3.27
Short recorded visual media are important when putting the Social Studies Curriculum into practice within the higher levels of basic education.	11	50.0	10	45.5	0	0	1	4.5	3.40
Displayed informational graphics are important when putting the Social Studies Curriculum into practice within the higher levels of basic education.	13	59.1	8	36.4	0	0	1	4.5	3.50
Three-dimensional representations are important when putting the Social Studies	10	45.5	9	40.9	1	4.5	2	9.1	3.22

Curriculum into practice within the higher levels of basic education									
Visual representations are important when putting the Social Studies Curriculum into practice within the higher levels of basic education.	9	40.9	11	50.0	1	4.5	1	4.5	3.27
Educational resources specifically for social studies are important when putting the Social Studies Curriculum into practice within the higher levels of basic education.	9	40.9	11	50.0	2	9.1	0	0	3.31
Instructional resources that are created locally within my school are important when putting the Social Studies Curriculum into practice within the higher levels of basic education.	11	50.0	11	50.0	0	0	0	0	3.50
Devices used to record visual media are important when putting the Social Studies C.	7	31.8	9	40.9	2	9.1	4	18.2	2.86

Table 2 indicate the results from the perceptions of Social Studies teachers on the use of instructional materials in teaching and learning Social Studies in Upper Basic Education schools which shows that majority of the teachers strongly agree (mean = 11, standard deviation = 1.88) with the use of instructional materials. A significant number of teachers also agree (mean = 9.5, standard deviation = 1.88) with the use of instructional materials in teaching and learning. A small percentage of teachers disagreed (mean = 0.8, standard deviation = 0.75) or strongly disagreed (mean = 0.9, standard deviation = 1.06) with the use of instructional materials. Overall, this suggests that most teachers have a positive perception of the importance of using instructional materials in teaching and learning Social Studies in Upper Basic Education schools.

Table 2 illustrates that teachers strongly acknowledged the relevance of diverse instructional materials in enhancing the teaching and learning of Social Studies.

The highest-rated items were improvised instructional materials and posters, both with a mean score of 3.50, indicating strong support for context-specific, low-cost teaching aids. Overhead projectors (mean = 3.40), video clips (mean = 3.40), and maps and atlases (mean = 3.36) were also seen as beneficial. Traditional materials like textbooks (mean = 3.31) and newspapers (mean = 3.27) received favorable ratings as well. However, the relatively lower rating for video recorders (mean = 2.86) may reflect infrastructural limitations, such as unreliable electricity or lack of equipment. Overall, the data indicate that teachers value instructional resources but may face barriers in accessing and using them effectively.

Research Question 3: What are the perception of Social Studies teachers on the recommended methodologies for effective implementation of Social Studies curriculum in Upper Basic Education schools?

Table 3. Perception of Social Studies teachers on the recommended methodologies for effective implementation of Social Studies curriculum

Perception of Social Studies teachers on the recommended methodologies for teaching Social Studies curriculum	Responses								Mean
	SA		A		DA		SD		
	F	%	F	%	F	%	F	%	
In upper basic education, various strategies exist for instructing diverse subjects within the realm of Social Studies.	13	59.1	8	36.4	0	0	1	4.5	3.50
When the demonstration method is employed in Social Studies teaching, learners achieve improved comprehension.	12	54.5	7	31.8	2	9.1	1	4.5	3.36
By utilizing the problem-solving method, students encounter authentic challenges mirroring those encountered in everyday existence..	10	45.5	10	45.5	1	4.5	1	4.5	3.31
The direct instruction method serves to educate students on the various approaches to community life.	10	45.5	11	50.0	1	4.5	0	0	3.40

Social Studies students participate in field trips, affording them the chance to perceive and grasp real-world settings..	7	31.8	14	63.6	0	0	0	0	3.27
Collaborative strategies reveal to students the potential for harmonious existence among diverse societies.	9	40.9	10	45.5	1	4.5	2	9.1	3.18
Social Studies offers a multitude of approaches that empower learners to realize the outlined national goals for social studies.	11	50.0	9	40.9	0	0	2	9.1	3.31
Role-playing engages students through hands-on simulations of genuine real-world circumstances.	6	27.3	14	63.6	1	4.5	1	4.5	3.13
Class discussions play an essential role in putting the social studies curriculum into practice.	6	27.3	14	63.6	2	9.1	0	0	3.18
The inquiry-based approach proves highly effective in teaching social studies within the upper basic education framework.	5	22.7	15	68.2	1	4.5	1	4.5	3.09

Table 3 indicate the results from the perceptions of Social Studies teachers on the recommended methodologies for effective implementation of the Social Studies curriculum in Upper Basic Education schools that a majority of the teachers strongly agree (mean = 10.86, standard deviation = 2.96) with the recommended methodologies. Additionally, a significant number of teachers agree (mean = 9.36, standard deviation = 2.43) with the recommended methodologies for effective implementation. Only a small percentage of teachers disagreed (mean = 0.55, standard deviation = 0.75) or strongly disagreed (mean = 1.18, standard deviation = 0.51) with the recommended methodologies. Overall, these results suggest that most teachers have a positive perception of the recommended methodologies for effectively implementing the Social Studies curriculum in Upper Basic Education schools.

The data in Table 6 show a generally positive perception of recommended teaching methodologies for Social Studies. Most teachers agreed that applying different methods for different topics was essential (mean = 3.50). Demonstration (mean = 3.36), direct instruction (mean = 3.40), and problem-solving methods (mean = 3.31) were regarded as particularly effective in fostering student understanding and engagement. While slightly lower in comparison, methods such as role-play (mean = 3.13), collaborative learning (mean = 3.18), and enquiry-based learning (mean = 3.09) were still rated positively, indicating an openness among teachers to employ diverse, learner-centered strategies. These results suggest that teachers are aware of the pedagogical flexibility needed to make Social Studies instruction dynamic and relevant.

Research Question 4: What are the obstacles face by Social Studies teachers in the implementation of Upper Basic Education Social Studies curriculum?

Table 4. Challenges face by Social Studies teachers in the implementation of Upper Basic Education Social Studies curriculum

Challenges face by the Social Studies teachers in the implementation of Social Studies curriculum	Responses								Mean
	SA		A		DA		SD		
	F	%	F	%	F	%	F	%	
Long distance covered by teachers to get to school affect teaching and learning social studies	10	45.5	9	40.9	2	9.1	1	4.5	3.27
Majority of students lack recommended textbooks for Social Studies learning in upper basic education.	12	54.5	5	22.7	4	18.2	1	4.5	3.27
Power supply affects the use of projectors and video clips in teaching and learning social studies in junior secondary school.	12	54.5	7	31.8	2	9.1	1	4.5	3.36
Over population of students in classroom affect teaching and learning social studies.	14	63.6	6	27.3	1	4.5	1	4.5	3.50
Culture differences affect the teaching and learning social studies	12	54.5	9	40.9	0	0	1	4.5	3.45
Insecurity challenges affect teaching and learning social studies	13	59.1	8	36.4	1	4.5	0	0	3.54

School location affect teaching and learning social studies in upper basic education	9	40.9	12	54.5	1	4.5	0	0	3.36
Teachers salary scale affect teaching and learning social studies	14	63.6	6	27.3	1	4.5	1	45	3.50
Over loaded class allocation to teachers affect teaching and learning social studies	9	40.9	13	59.1	0	0	0	0	3.40
Lack of computer literacy by social studies teachers affect teaching and learning social studies in upper basic education	14	63.6	4	18.2	1	4.5	3	13.6	3.31

Table 4, the results from the responses of Social Studies teachers on the obstacles faced in the implementation of Upper Basic Education Social Studies curriculum in Rimi Zonal Education Quality Assurance indicate that a majority of the teachers strongly agree (mean = 12.9, standard deviation = 1.39) with the challenges they face. Additionally, a significant number of teachers agree (mean = 7.3, standard deviation = 2.79) with the obstacles encountered in implementing the curriculum. Only a small percentage of teachers disagreed (mean = 1.1, standard deviation = 1.03) or strongly disagreed (mean = 1.3, standard deviation = 1.07) with the challenges faced. These results suggest that most teachers acknowledge and agree with the obstacles they encounter in the implementation of the Upper Basic Education Social Studies curriculum in Rimi Zonal Education Quality Assurance.

Table 4 reveals several key challenges that Social Studies teachers face in implementing the curriculum. The most prominent issues included overpopulated classrooms (mean = 3.50), teacher salary concerns (mean = 3.50), and insecurity in school environments (mean = 3.54). Other significant challenges were lack of textbooks (mean = 3.27), long commuting distances (mean = 3.27), and inadequate electricity affecting the use of digital media (mean = 3.36). Additionally, cultural diversity (mean = 3.45) and lack of computer literacy among teachers (mean = 3.31) were also highlighted as barriers. These responses underscore a shared concern regarding both structural and systemic limitations that hinder effective curriculum implementation.

3.2 Discussion

The discussions of findings of Teachers Perception of the Implementation of Upper Basic Education Social Studies curriculum in Rimi Zonal Education Quality Assurance was categorized according to the objectives and questions identified in the study. The findings regarding the first research objective and question indicate that Social Studies teachers in Upper Basic Education schools perceive the curriculum content to be suitable. This perception is supported by previous research studies, such as Rebecca (2019), which emphasize the suitability of Social Studies curriculum content for resolving communal conflicts. The majority of Social Studies teachers in the study area believe and

accept the content implementation of the curriculum, indicating a positive perception towards its effectiveness in addressing various societal issues. Therefore, it is recommended that Social Studies teachers focus on teaching the curriculum in a manner that enables students and community members to apply it effectively in addressing real-world problems (Bordoh, 2025).

The findings related to the second research objective and question indicate that Social Studies teachers in Upper Basic Education schools in the Rimi Education Zone perceive that the use of instructional materials has a significant impact on the effectiveness of curriculum implementation. Previous studies have also stressed the importance of utilizing instructional materials for enhancing student performance in Social Studies. The research findings align with Ezech (2025) study on the use of instructional materials in teaching Social Studies in the Nsukka Education Zone of Enugu State, which highlighted a lack of materials and ingenuity among teachers in improvising teaching materials. These findings imply that the effective use of instructional materials can lead to improved learning outcomes in Social Studies. Teachers must make use of available resources such as overhead projectors, maps, atlases, newspapers, magazines, posters, and models relevant to Social Studies instruction. Providing Social Studies textbooks, improvised materials, and video recorders can further enhance the teaching and learning process.

Additionally, research by Yusuf & Jinjiri (2024) supports the positive impact of instructional materials on student performance in Social Studies. Therefore, it is recommended that teachers consistently employ instructional materials during lessons to create engaging and effective learning experiences. Ensuring the availability of relevant instructional resources in sufficient quantity and quality can facilitate the implementation of the Social Studies curriculum in Upper Basic Education schools. Teachers should prioritize the utilization of instructional materials to enhance the effectiveness of curriculum delivery in Social Studies.

The findings from the third research objective and question suggest that Social Studies teachers in Upper Basic Education schools in the Rimi Education Zone believe that the recommended methodologies used for

implementing the Social Studies curriculum have a significant influence on its effectiveness. The research identified a lack of pedagogical skills among teachers as a challenge, indicating the need for proficient educators to enhance curriculum implementation. This aligns with the findings of [Demarest & Kuppens \(2025\)](#), who noted that inadequate recruitment of Civic Education teachers resulted in a deficiency of pedagogical skills, impacting the teaching of the subject. The implication of these findings is that employing Social Studies teachers who possess strong pedagogical skills is essential for the effective implementation of the curriculum in Upper Basic Education schools. It is crucial to have skilled teachers who can employ appropriate methodologies to teach Social Studies effectively. The study underscores the importance of utilizing recommended methodologies for curriculum implementation in Social Studies, emphasizing the need for continuous professional development and training for teachers to enhance their pedagogical skills. Teachers' perception of the methodologies used in Social Studies curriculum implementation plays a vital role in ensuring successful teaching and learning outcomes in the subject.

The findings related to the fourth research objective and question indicate that Social Studies teachers in Upper Basic Education schools in the study area perceive that challenges faced in implementing the Social Studies curriculum significantly impact its effectiveness. According to the teachers' perceptions, obstacles such as lack of materials, resources, and government commitment hinder the successful implementation of the curriculum. These findings are consistent with previous research highlighting the crucial need to address challenges to improve the implementation of Social Studies curriculum. Moreover, the study aligns with [Rizaq \(2021\)](#) findings, which emphasized the significant effects of obstacles on the implementation of Social Studies curriculum in secondary schools. The perceptions of other social science experts and the lack of materials and facilities, such as current textbooks and equipped libraries or workshops, were identified as major challenges affecting the implementation of the curriculum. Additionally, the study revealed a lack of government commitment and human resources, which further impact the implementation of Social Studies curriculum in Upper Basic Education schools in the study area.

The teachers' perception of these challenges underscores the importance of addressing resource constraints and enhancing government support to ensure the effective implementation of the Social Studies curriculum. It is essential to prioritize the allocation of necessary materials, resources, and human capital to overcome these obstacles and improve the overall implementation of the curriculum in Upper Basic Education schools. Teachers' perceptions play a crucial role in identifying

and addressing these challenges to enhance the quality of Social Studies education delivery.

3.2.1 implication

The results of this study have several practical implications. First, the positive teacher perception provides a strong foundation for more effective curriculum delivery, provided adequate support mechanisms are in place. Second, the strong correlation between instructional materials and perceived effectiveness highlights the urgent need for investments in teaching resources. Third, the widespread endorsement of recommended methodologies suggests that professional development programs should focus on strengthening pedagogical competence and innovation. Addressing structural challenges such as large class sizes, inadequate technology, and logistical barriers is critical to ensuring the success of Social Studies education in rural Nigerian schools.

3.2.2 Research Contribution

This study contributes to the growing literature on curriculum implementation by offering contextual insights from a rural Nigerian setting a region that is often underrepresented in empirical educational research. It enriches understanding of how teacher perception functions as a mediating factor between curriculum design and actual classroom practice. The study also provides empirical evidence on how content relevance, teaching methodology, and material availability collectively influence the success of curriculum delivery, especially in low-resource environments.

3.2.3 Limitation

While the research offers beneficial understanding, it is important to recognize some constraints. The investigation was exclusively centered around government-operated junior secondary schools located in one specific educational area, which restricts how well the results can be applied to different areas or kinds of schools. Furthermore, the information used in the study was based on what people reported themselves, potentially affected by the tendency to give answers that are viewed favorably. The exclusive use of descriptive statistics also limits the capacity to determine cause-and-effect relationships among the different factors.

3.3.4 Suggestion

Future research should consider expanding the study scope to include multiple education zones across different states for comparative analysis. Incorporating qualitative methods such as interviews or classroom observations could enrich the understanding of how perceptions influence actual teaching practices. Moreover, future studies should explore the impact of targeted teacher training programs and resource provision on improving curriculum implementation

outcomes in Social Studies education. Policymakers are encouraged to develop sustainable frameworks that address infrastructural and pedagogical challenges to ensure curriculum success, especially in rural contexts.

4. CONCLUSION

This study on teachers' perceptions of the Social Studies curriculum in Rimi Education Zone of Katsina State reveals that teachers have positive views on the curriculum. They see it as vital for instilling values, citizenship traits, and problem-solving skills in students. Access to resources such as maps, newspapers, and videos is also considered essential for successful curriculum implementation. The research emphasizes the importance of using different teaching methods and resources in Social Studies education as perceived by Social Studies teachers. The majority of teachers recognize the effectiveness of methods like demonstrations, problem-solving, and role-play in enhancing student learning. Despite these positive perceptions, the study points out challenges such as teacher workload, infrastructure, and resource availability that need to be addressed to improve the quality of education in the Upper Basic Education schools in the study area.

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6. AUTHOR CONTRIBUTION STATEMENT

Each writer played a significant role in creating the study's plan and structure, obtaining information, examining the data, and understanding the results. To clarify, the primary writer took on the job of composing the paper and overseeing the research activities, with the other writers helping by looking at past research, improving the methods, and making crucial changes to the paper to enhance its intellectual value. Every writer examined and gave their approval to the completed paper and consented to be held responsible for every element of the project.

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